

Term 1 Week 6 Room 11 Planning

28/2 to 4/3

	WALT/TRUMP	Purpose	Activity/ICT
ARTS	Create an insect using card and cellophane.	Creativity and knowledge building.	<p>Make an insect artwork.</p> <p>Managing self</p>
MATHEMATICS	Calculators (Level 3) Learn a range of strategies to solve basic problems. Doubling to 20. Solving problems by putting the BIG number in our heads and counting on without using material.	Quick recall of basic number facts to assist with speed of operation.	
	Aces (Level 4) Learn strategies to solve basic facts. Doubling 7+7 20,40 then 50, 70 ... and Halves i.e 75 Identify areas to work on from our assessments. Add and subtract the numbers 1, 10, 100 and 1000 to four digit numbers	Know how many 10's 100, 1000's in a number. Solve more complex problems. Communicate ideas. Learning Vocabulary Doubling, Halves, tens, ones, hundreds, rounding	
	Earthlings (Level 4 to 5) Learn a range of strategies to solve basic problems. Doubling 70+70 and Halves i.e 75 Identify areas to work on from our assessments. Add and subtract the numbers 1, 10, 100 and 1000 to four digit numbers	Questions Can you show me? What did you do ? What else could you do? Does it always work?	
	Aarvarks (Level 5+) Develop place value Knowledge. Doubles 173+175 Identify areas to work on from our assessments. Add and subtract the numbers 1, 10, 100 and 1000 to four digit numbers	Resources Separate lesson plans in folder. Interactive whiteboard NZ Maths Tennis balls Cards Dice 100 frame	
	Strand Estimate and use equipment to measure volume	<p>Measuring in Pool</p> Learning Vocabulary Litres, milliliters , estimating	

Language	<p>Use Key words</p> <p>Learning how use the internet and the computer.</p> <p>Write goals for Term 1.</p> <p>Speak clearly to an audience P</p> <p>Write to inform M</p> <p>Establish spelling programme.</p> <p>Write a recount.</p> <p>Know my audience and purpose</p> <p>Sequence,adverbs,adjectives, feelings</p> <p><i>EDITING</i></p> <p>Check and fix my own writing</p> <p>Rewrite to meet purpose and audience needs</p>	<p>Find Info to answer Q</p> <p>Able to use computers/internet</p> <p>Create goals and display.</p> <p>To inform</p> <p>To communicate ideas</p>	<p>Display Goals: Screen saver.</p> <p>Identifying obstacles to reaching goals.</p> <p>Elimination of these.</p> <p>News/ Think Peer Share</p> <p>Email</p> <p>Wiki</p> <p>Spelling sites</p> <p>Make success criteria for recount.</p>
Reading	<p>Novels</p> <p>Finding meanings of words</p> <p>Predicting</p> <p>Use clues in the text to decide what will happen next in the text.</p> <p>Evaluating</p> <p>To explain why I think the way I do about what has been read and what I think the author is saying.</p> <p>Chapters</p> <p>Predicting</p> <p>Use clues in the text to decide what will happen next in the text.</p> <p>Evaluating</p> <p>To explain why I think the way I do about what has been read and what I think the author is saying.</p> <p>Magazines</p> <p>Predicting</p> <p>Use clues in the text to decide what will happen next in the text.</p> <p>Storybooks</p> <p>Predicting</p> <p>Use clues in the text to decide what will happen next in the text.</p>	<p>Phonemic awareness Magazines/Storybooks</p> <p>Look at sounds and letters beginning of words.</p> <p>Look at sounds in middle and end.</p> <p>Break into syllables and sound each out.</p> <p>Look for common letter combinations.</p> <p>Look for word families.</p> <p>Look at word structure: root word prefix and suffix.</p> <p>Questions Predicting All Groups</p> <p>What is the story about?</p> <p>What do we already know about...?</p> <p>We know that....now we will use our own experience about this topic and what we would do, to predict what is going to happen.</p> <p>What do you think will happen next?</p> <p>Words I found hard list.</p> <p>Evaluating Novels Chapters</p> <p>Is this fact of fiction?</p> <p>Do you agree or disagree with the author on this point?</p> <p>Is there a better solution to...?</p> <p>What information is here that helps you to form this opinion?</p> <p>What changes would you suggest?</p> <p>What does the author want you to believe?</p> <p>What has not been said here?</p> <p>What do you believe?</p> <p>Compare and contrast.</p> <p>Resources</p> <p>Effective literacy</p> <p>Junior Journals School Journals</p>	

Health/PE	Learn freestyle swimming P Learn Athletic skills Keep/Get fit P	To develop coordination, water safety and confidence when in water. Improve our thinking	PE Make success criteria Athletics Make criteria Daily Fitness
Maori	Learn new waiatas and commands.	To learn Maori language	Sing: E toru nga, tutira mai
Thinking	Think about problems from different angles. Compare an insect with ?? using a Venn Diagram Use Y Chart/Venn /T Chart diagrams	Solve problems. Organise ideas into a form that allows comparison of similar and not similar characteristics. Organise ideas.	Manipulation of ideas for organization. In reading students use these charts to describe and compare characters.
STRIVE	Write 1 research questions. Find out answer by using keywords. Use reference resources	Find info	STRIVE Model: See unit for detail
Reflection	The mature students are settling into their work and responsibilities well with some excellent output. Some good gains made in using strategies to solve maths problems especially using doubles and number bonds. Group activities starting to flow well with transitioning becoming less of a time wasting issue. Reading activities using the group based reading boxes working well, activities being completed are accurate and some understanding of story structure and purpose is showing through. Testing regime complete, except for individual ICAN forms. Swimming finished for the year with some fantastic gains in water confidence as demonstrated by Mana floating on her back. Athletics day was a great success for Room 11, we took out all the first prizes for our Year 3 age group and have two Year 4 students heading of to inter-school. We also won the Relay Race and the Shuttle Race.		

Strive Model ICT TRUMP Key Competencies Thinking Literacy is Integrated.

Maths : Lesson Split in 4

1- Warm Up :Game 2- LI explained 3- Split Game/Maintenance Group/New learning with T
4- Reflection/Feedback

Reading: regular GSR with teacher. This weeks LI ; deconstructing the contents of a story.

TRUMP/Thinking: Specific focuses and integration.

<http://arb.nzcer.org.nz/strategies/venn.php>